DOCUMENT RESUME

ED 147 365 TM 006 819

TITLE	National Report on College-Bound Seniors, 1977.
INSTITUTION	College Entrance Examination Board, New York, N.Y.
PUB DATE	77
NOTE	21p.; For related documents, see ED 099 731, 124 847 and TM 006 816-819
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	College Admission; College Bound Students; *College Entrance Examinations; Educational Trends; *High School Students; National Surveys; Secondary Education; Senior High Schools; *Seniors; Sex Differences; *Student Characteristics; Student Financial Aid; Tables (Data); Test Interpretation; *Test Results
IDENTIFIERS	CEEB Achievement Tests; Scholastic Aptitude Test; Test Score Decline

ABSTRACT

Comprehensive records of all 1977 high school seniors who registered for the College Entrance Examination Board's Admissions Testing Program (ATP) before March of their senior year are analyzed in this national ATP summary report. Highlights include the fact that the average Scholastic Aptitude Test (SAT) scores of the 1977 seniors dropped 2 points in the verbal section from 431 to 429; and that the mathematics scores also declined, from 472 to 470. Average scores on all achievement tests declined from 538 in 1976 to 533 in 1977; some of this decline may be attributed to the English Composition Test scores, which dropped from 532 to 516. The number of women taking the SAT exceeded the number of men for the third consecutive year. Sixteen percent of those taking the SAT belonged to an ethnic minority; this percentage has increased for the second consecutive year. Three-fourths of the students were in the highest two-fifths of their high school class; their latest grade point average was 3.11, down from 3.12 in 1976. Health and medical-related fields still ranked first among intended areas of study for women; engineering remained the most popular choice for men. Parental income was found to have increased at a rate nearing that of inflation. (Author/HV)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

NATIONAL REPORT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED147365

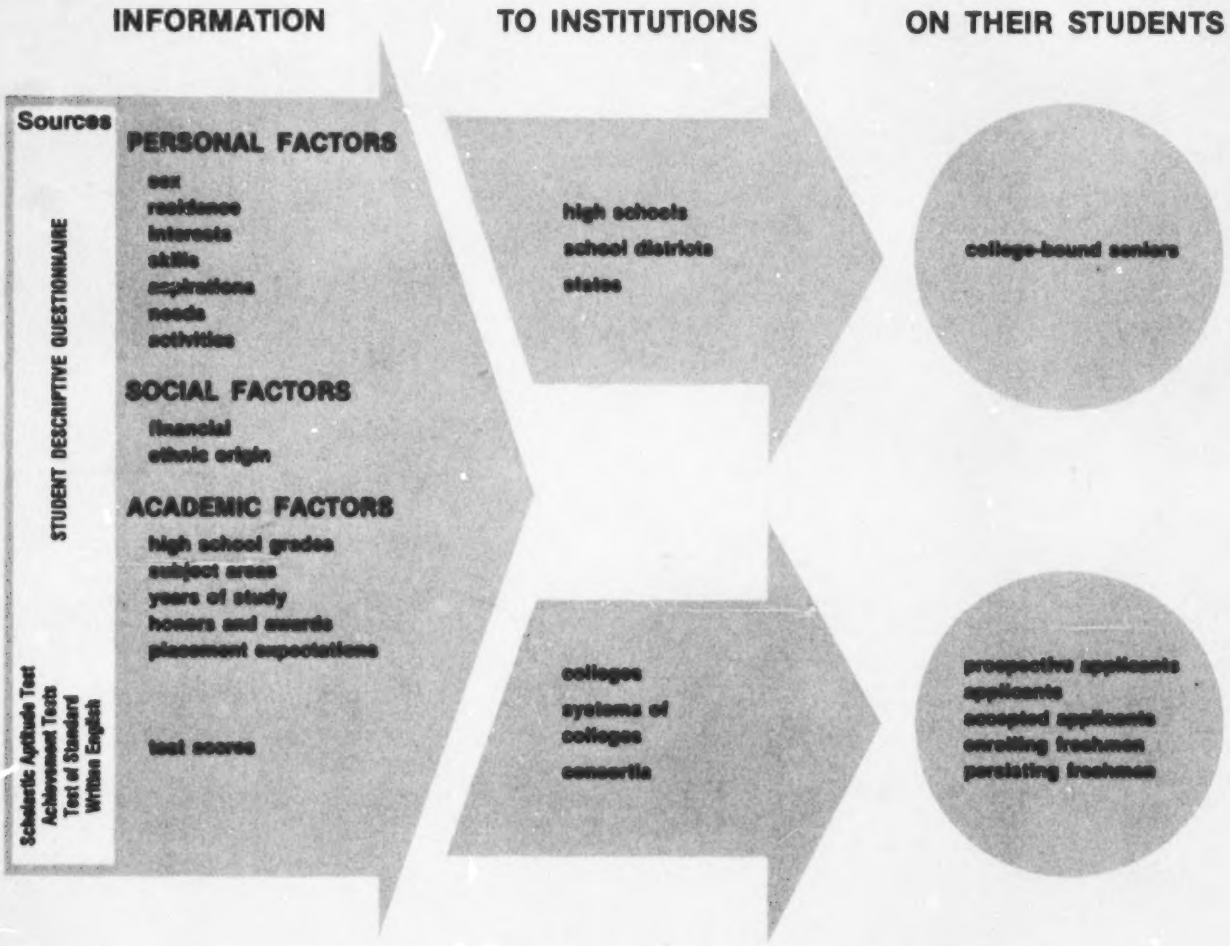
IM006 819

2

atp

ADMISSIONS TESTING PROGRAM OF THE COLLEGE ENTRANCE EXAMINATION BOARD

The Admissions Testing Program provides in Summary Reports



The Admissions Testing Program (ATP) is a service of the College Entrance Examination Board, a nonprofit membership organization that provides tests and other educational services for students, schools, and colleges. The membership is composed of more than 2,000 colleges, schools, school systems, and education associations. Representatives of the members serve on the Board of Trustees and advisory councils and committees that consider the Board's programs and participate in the determination of its policies and activities.

This booklet was prepared and produced by Educational Testing Service (ETS), which develops and administers the tests of the Admissions Testing Program for the College Board.

The College Board and ETS are dedicated to the principle of equal opportunity, and their programs, services, and employment policies are guided by that principle.

Copyright © 1977 by College Entrance Examination Board. All rights reserved.

National Report on College-Bound Seniors, 1977

HIGHLIGHTS

- Sixteen percent of the students who took the Scholastic Aptitude Test (SAT)—15 percent of the men and 17 percent of the women—belong to an ethnic minority. For the second consecutive year, this percentage has increased.

- The number of women taking the SAT exceeded that of men for the third consecutive year.

- The average SAT scores of the 1977 seniors dropped 2 points in the verbal section from 431 in 1976 to 429; the mathematical scores dropped by a like amount from 472 to 470. The decline has gone unchecked since 1972, when these reports were first produced.

- Men had higher SAT scores, both verbal and mathematical, but women continued to excel on the Test of Standard Written English.

- The average score for all Achievement Tests taken declined from 538 in 1976 to 533 in 1977. Some of this decline can be attributed to those taking the English Composition Test, whose average scores fell to 516 from the previous year's 532.

- About one-fourth estimated their parents' income below $12,000. More than two-fifths estimated their parents' income above $20,000.

- The median of the estimated parental contribution toward college expenses was $1,200. About three-quarters of all families cannot contribute fully to the costs of education at public four-year institutions with average annual expense budgets of $2,900.

- Three-fourths of the students were in the highest two-fifths of their high school class.

- Their latest grade average in six academic subject areas was 3.11, or B. Women had higher grade averages than men except in mathematics and physical sciences.

- Nearly one-fourth of the women intend to major in health and medical-related areas, 13 percent in business and commerce (up from last year), and 12 percent in education (down from last year); of the men, 17 percent intend to major in engineering and 15 percent in business and commerce. Business and commerce is the fastest growing field in popularity for both sexes.

THE 1977 ATP NATIONAL REPORT

As this report is released, about half of the 3 million high school seniors of 1977 are in transition to about 3,000 colleges. About one-third of these students participated in the College Board's Admissions Testing Program (ATP). There they met the Scholastic Aptitude Test (SAT), the Test of Standard Written English, the Student Descriptive Questionnaire (SDQ), and many of them, the ATP Achievement Tests. By registering, taking the examinations, and completing the SDQ, they created a pool of information about themselves and asked the College Board to report it to their high schools, to colleges and universities, and to scholarship sponsors.

The group records—institutional files kept cumulatively for each high school class—permit the information filed for individual students to be reported also for the high schools where those students were college-bound seniors and for the colleges and scholarship sponsors to which they were prospective applicants.

Students participate in the ATP as sophomores, juniors, or seniors, some more than once during the three years. The most recent information resulting from their participation is stored for analysis. Beginning in the summer following their graduation from high school, the College Board produces a series of ATP Summary Reports.

Through these reports, the College Board contributes information needed for the rational and responsible management of college entrance and completion. Such management requires schools and colleges to understand the personal, social, and academic factors involved as college-bound seniors become affiliated with individual colleges or systems of colleges. Because ATP Summary Reports prepared for schools and colleges and groups of schools and colleges are released by the College Board only to the institutions for whom they are prepared, each sees only a fraction of several larger populations of college-bound students. Reports are, therefore, also prepared at the national, regional, and state levels for comparison with institutional data. These reports may be obtained from the College Board offices listed on the back cover of this report.

The national ATP Summary Report, the most comprehensive of all the reports, includes the records of all the 1977 seniors in the United States or abroad who registered for the "College Boards" before March of their senior year. The records include a handful of foreign nationals seeking higher education in the United States, but their participation rate is so small that it does not significantly influence the results described here.

ONE MILLION COLLEGE-BOUND SENIORS

The one million students who take the SAT and respond to the SDQ while they are in high school represent only about one-third of all 1977 high school graduates and about two-thirds of all graduates who go directly to college. As a result, what is reported here about the 1977 seniors who took the SAT cannot be taken as necessarily true of all 1977 high school graduates or all 1977 college freshmen.

WOMEN AND MEN

For the third consecutive year, the number of women registering for the ATP exceeded that of men (51.1 percent to 48.9 percent). Since 1972, although the total number of ATP registrants has remained stable, there has been a steady decline in the proportion who are male (from 51.2 percent to the current 48.9 percent).

MINORITY AND MAJORITY

The percentage of students who describe themselves in the SDQ as belonging to a minority ethnic group rose for the second consecutive year to a high of 16.1 percent (Table 2). Prior to that time, ethnic minorities constituted about 14 percent of the number of registrants. Each ethnic category except white saw modest increases in percentages with the largest increase coming from black women, up .6 percent, followed by black men, up .4 percent. The percentage describing themselves as whites declined from 85.0 in 1976 to 83.9 in 1977. Approximately 8.8 percent of those responding indicated they were black, 2.4 percent Oriental, 1.7 percent Mexican-American, 0.8 percent Puerto Rican, and 0.4 percent American Indian.

POOR AND RICH

About three-quarters of the 1977 college-bound seniors who took the SAT estimated their parents' income. The median income reported is $17,600, up 7.3 percent from $16,400 last year. This increase, compared with the previous 5.8 percent increase, suggests that family incomes among the college-bound are increasing at a rate nearer that of inflation.

Parents' Income (Table 20) is combined with other information which students report about how many persons are dependent on their parents for financial support, and about how many of those persons will be in college during their freshman year. For such combinations, estimates of the amount of money that parents can be expected to contribute toward the cost of the 1977 seniors' further education are calculated according to College Scholarship Service standards and summarized in Table 20. The median parental contribution is $1,200. For those students who respond to the question about parents' income without considering sources of income other than wages and salaries, the estimates of parental contribution are lower than what is reported by the College Scholarship Service in needs analysis documents. This is more likely to happen at the upper end of the income scale.

Ethnic groups vary dramatically as to parents' ability to contribute toward higher education costs. Median contributions range from $40 per year for blacks, $80 for Puerto Ricans, $150 for Mexican-Americans, $490 for American Indians, $680 for Orientals, to $1,420 for whites. Only about one-quarter of all families can contribute fully to the cost of education at public four-year colleges and universities with average annual per student charges of $2,900. Only 15 percent will be able to contribute fully to the cost of education at private institutions, which averages $4,800. Of those responding to the question on assistance (Table 11), 41 percent said they were planning to ask the college for help in finding part-time work. Only 70,000 of the students in the report have an SAT average of 500 and above and parents able to contribute $4,800 and above to their education. Thus, the pool of potential applicants who can afford to pay the bills at most colleges and whose aptitude is probably high enough to meet the intellectual challenges of most selective colleges is severely limited.

ACADEMIC ACCOMPLISHMENTS IN HIGH SCHOOL

Students answer several questions about their academic performances in high school—their class rank, latest grade in each of six academic subject areas since the beginning of ninth grade, whether that grade was earned in an "advanced, accelerated, or honors course," how many years they expected to study in each academic area while in high school, and how many scholastic honors or awards they received.

Table 6 contains a grade point average (GPA), which is the average of the grades reported in the six areas listed in Table 3, converted to the four-point scale, and weighted by the expected years of study in Table 4. Probably because of grade inflation, the average GPA rose from 3.04 in 1973, to 3.06 in 1974, to 3.09 in 1975, to 3.12 in 1976. This year, for the first time since the beginning of the ATP Summary Reports, average GPA declined from 3.12 to 3.11. Perhaps this decline signals the end of the phenomenon of grade inflation in the high schools.

The mean grade point average for females (3.17) was higher than for males (3.05). By subject matter, the average for the sexes combined ranged from 2.85 in mathematics to 3.28 in social studies. Although males have a slightly higher average in mathematics and physical sciences, females have substantially higher averages in other subjects, particularly foreign language (3.15 versus 2.84) and English (3.34 versus 3.07).

It was in mathematics (14 percent) and English (13 percent) that the largest percentages of respondents indicated that their latest grade had been earned in an "advanced, accelerated, or honors course." The number of students participating in honors courses declined for the first time since 1973, and the decline was in all subjects.

Slightly more than half of the seniors reported receiving one or more scholastic honors or awards.

The average number of expected years of study in the six academic areas was 16. Thus, the 1977 college-bound students expected to have studied four academic subjects during each of the four years of high school. Nine out of every 10 of the 1977 seniors indicated that they expected to have studied English for 4 or more years before graduating. Fewer, but more than one-half of the men and two-fifths of the women, expected to have studied mathematics for four or more years. In other subject areas, fewer than two in five expected this amount of study. Men generally take more courses in mathematics and physical sciences and women take more foreign language courses. However, the number of years of study in foreign languages has declined consistently since 1973.

Over the past few years, students have shifted toward study in the physical sciences and away from foreign languages. These shifts are more discernible on the part of women than men. Expected years of study in the social studies rose this year after a steady decline since 1973. Conversely, expected years of study in biological sciences declined this year after a steady increase since 1973.

About three-fourths reported themselves to be in the highest two-fifths of their high school class, and nearly all the remainder reported that they were in the middle fifth (Table 5). Only three percent reported their class rank to be in the lower two-fifths of their class. Of those whose SAT average was 600 or above, 91 percent ranked in the top fifth of their class; of those with averages below 400, only 20 percent were in the top fifth of their class.

SCHOLASTIC APTITUDE TEST SCORES

The population of students currently taking the SAT is broadly based across the full range of abilities measured by the test, but highly selected in comparison to the abilities of all high school seniors. If all of the 3 million high school seniors were to take the SAT, their average verbal score would be 368 and their average mathematical scores would be 402. The averages actually attained, as displayed in Table A, show that the population taking the SAT is self-selected. Although the approximately one million 1977 seniors who took the SAT were

Table A
SAT Score Averages for College-Bound Seniors, 1967-1977*

	Verbal			*Mathematical*		
	Male	*Female*	*Total*	*Male*	*Female*	*Total*
1967	463	468	466	514	467	492
1968	464	466	466	512	470	492
1969	459	466	463	513	470	493
1970	459	461	460	509	465	488
1971	454	457	455	507	466	488
1972	454	452	453	505	461	484
1973	446	443	445	502	460	481
1974	447	442	444	501	459	480
1975	437	431	434	495	449	472
1976	433	430	431	497	446	472
1977	431	427	429	497	445	470

*The averages for 1967 through 1971 are estimates of the averages that would have been reported for college-bound seniors of those years if such reports had been produced.

6

relatively apt compared to students generally, they nevertheless had slightly lower SAT scores than their predecessors who took the SAT. The average SAT-verbal score was 429, down 2 points from the 431 of the year before. The average SAT-mathematical score declined a like amount from 472 to 470. Both SAT score distributions this year were almost identical to those of last year.

Men outperform women slightly on the verbal test with average scores of 431 versus 427. The difference in mean scores has widened from three to four points since 1976.

In mathematics aptitude, average scores for males remained the same (497) and those of females dropped 1 point to 445. The difference in averages between men and women has increased from 42 points in 1974 to 52 points in 1977. Even in an era when women are redefining their roles and are aspiring in larger numbers toward advanced degrees and toward study in business and commerce, engineering, and health and medical fields of study, the disparity between women's and men's mathematical averages has widened.

READING COMPREHENSION AND VOCABULARY SUBSCORES

For the third consecutive year, subscores have been reported for the verbal section of the SAT. Of the four types of questions in the verbal section, two types—the sentence completions and the reading passages—are scored separately to produce the reading comprehension subscore, and the analogies and antonyms are combined to produce the vocabulary subscore. Verbal subscores are reported in two digits on a 20 to 80 point scale.

Because the verbal score is derived from the same questions as are the two verbal subscores, the slight superiority of men to women on the verbal test is reflected in the verbal subscores. The reading comprehension average for men, 43.0, or 430 on the familiar College Board scale of 200 to 800, is slightly higher than the average for women, 42.9 or 429. The difference by sex in vocabulary averages, 43.4 or 434 for men, and 42.7 or 427 for women, is relatively large. This difference in vocabulary scores widened slightly from 1976 as the verbal averages for women dropped more than for men. Of the two subscores, it appears that the vocabulary subscore contributes largely to the differences in verbal scores for men and women.

TEST OF STANDARD WRITTEN ENGLISH SCORES

After three years of experimental use, the Test of Standard Written English (TSWE) is now a permanent adjunct to the SAT. Research demonstrated that the TSWE is effective in helping colleges, particularly those with diversified student bodies, to place students in the most appropriate English courses. The test is shorter (30 minutes) and easier than the English Composition Achievement Test. It evaluates students' ability to recognize standard written English, the language of most college textbooks and the one they will be expected to use in the papers they will write for most college courses. Scores on the test are reported in two digits on a 20 to 60 + scale. Because the test is not intended to distinguish among students whose command of standard written English is better than average, the score scale is deliberately truncated at 60 +.

In the distributions of TSWE scores (Table 7C) the differences by sex that appear are more pronounced than those noted in the reading comprehension and vocabulary subscores. Furthermore, the direction of the difference is reversed: Women have higher scores on this test. The average scores for men and for women are 42.2 and 43.7 respectively, or a difference of 1.5 or 15 points on the 200 to 800 scale. The average score for both sexes combined declined from 43.1 of the previous year to 42.9 in 1977. The averages of men rose from 42.1 in 1976 to 42.2 in 1977, whereas those of women declined from 44.0 to 43.7. Five percent of the women and four percent of the men earned the highest score reported (60 +).

ACHIEVEMENT TEST SCORES

The Achievement Test series includes one-hour multiple-choice tests in 15 academic subjects. About one in five students who take the SAT also take one or more Achievement Tests. They typically take three, one of which is nearly always the English Composition Test. The second most popular subject is Mathematics, which is tested at two levels. Relatively few students (30,000) take Mathematics Level II (the more advanced level), but about 70 percent of those who take Achievement Tests include Mathematics Level I in their series. Third in popularity is the Achievement Test in American History and Social Studies; over one-fourth choose it. Fewer candidates select the remaining tests as they round out their series of three with a test in a subject in which they feel prepared, or with one specified by a college they plan to attend.

This report includes Achievement Test score distributions for the 15 tests and a score distribution for the average of the tests taken by each candidate (Table 8). Score averages for each test appear in the tables as well as the average SAT-verbal and mathematical scores for those taking each test. The SAT averages allow comparison of the verbal and mathematical abilities of the self-selected group taking each Achievement Test with those of the total SAT population (Table 7A). In terms of these aptitude measures, the most able students took the Mathematics Level II, Physics, Latin, Russian, and Chemistry Tests. The least able students were those taking the Spanish, Literature, Mathematics Level I, and American History Tests. However, only about one in four students who take the SAT have averages at least as high as those who take the Achievement Tests.

The score average for all Achievement Tests taken declined from 538 in 1976 to 533 in 1977. Some of this decline can be attributed to those taking the English Composition Test, whose average scores fell to 516 from 532 of the year before. The current average of 516 is more consonant with the averages in the years before 1975 (see Table B). Other tests whose averages declined significantly include Spanish, Latin, European History, and German. Average scores increased significantly for Russian and Chemistry.

7

Table B
Achievement Test Score Averages, 1972-1977
(Numbers in thousands)

	1972		1973		1974		1975		1976		1977	
	N	*AV*	*N*	*AV*	*N*	*AV*	*N*	*AV*	*N*	*AV*	*N*	*AV*
Average for All Achievement Tests	335	526	294	527	247	533	228	531	228	538	213	533
English Composition	313	516	275	517	228	517	212	515	213	532	201	516
Mathematics Level I	240	541	211	537	172	545	158	545	156	546	150	547
American History and Social Studies	105	492	87	498	71	498	64	494	64	493	63	492
Biology	51	535	51	532	46	545	46	544	46	543	45	543
Chemistry	48	568	43	572	37	581	33	569	34	567	35	574
Mathematics Level II	n/a		n/a		n/a		29	660	32	665	30	666
French	52	539	47	544	38	560	34	553	31	553	27	553
Spanish	34	530	33	539	28	560	26	544	26	547	24	535
Literature	n/a		n/a		n/a		21	522	22	525	19	526
Physics	n/a		n/a		n/a		12	601	16	592	16	593
German	n/a		n/a		n/a		7	547	6	555	6	551
European History and World Cultures	n/a		n/a		n/a		5	521	3	531	2	526
Latin	n/a		n/a		n/a		2	514	2	524	1	517
Hebrew	n/a		n/a		n/a		1	577	1	579	1	581
Russian	n/a		n/a		n/a		0.5	540	1	559	0.4	575

The number taking the Achievement Tests declined by seven percent. These declines were fairly evenly distributed over all of the Achievement Tests except for French, where the decline was 12 percent. Since 1973, the number of French candidates declined by 43 percent.

STUDENTS' SELF-ASSESSMENT OF SKILLS AND ABILITIES

The SDQ provides college-bound students with an opportunity to rank themselves among others of their age on 14 skills and abilities. The 1977 seniors rate themselves above average with most frequency in ability to get along with others (89 percent), leadership (70 percent), organizing for work (69 percent), written expression (64 percent), and spoken expression (63 percent). They rate themselves lower in acting, mechanics, art, and music.

The self-ratings of both sexes are similar on the ability to get along with others, art, creative writing, organizing for work, and written expression. In other areas, there are great differences between the sexes. Males rate themselves above average more frequently in mechanics (57 percent versus 22 percent), athletics (73 percent versus 48 percent), science (63 percent versus 43 percent), mathematics (65 percent versus 50 percent), leadership (74 percent versus 66 percent), and sales (53 percent versus 47 percent). Women rate themselves above average more frequently in music (48 percent versus 39 percent for males), organizing for work (70 percent versus 68 percent), written expression (65 percent versus 63 percent), and ability to get along with others (89 percent versus 88 percent).

From 1973 to 1977, student self-ratings improved for all skills except spoken expression (which declined slightly) and written expression (which remained the same). From 1976 to 1977, the changes are very small. The skills with the largest increases from 1973 to 1977 are sales (40 percent above average to 50 percent), and leadership (61 percent to 70 percent).

PLANS FOR ADVANCED DEGREES

In response to the question about highest level of education they plan to complete, about a quarter of the students indicated that they were undecided. Very few (6 percent) indicated plans to complete only a two-year program, but 40 percent plan to complete a postbaccalaureate degree. Women are more likely than men to want to stop after two years (8 percent versus 5 percent) and not to want to go farther than the baccalaureate degree (40 percent versus 32 percent). Men are more likely to want to obtain a professional degree (22 percent versus 15 percent); this difference has declined since 1973 when the corresponding figures were 23 percent versus 11 percent.

INTENDED FIELDS OF STUDY IN COLLEGE

Over 200 specific fields of study are grouped under 29 broad curriculum areas in the questionnaire. Students respond by indicating their first and second choices, but only the first choices are reported here. They are distributed by broad

area (for example, health and medical) in Table 10A and by specific fields (for example, dental hygiene) in Table 10B.

More than half the responses are in five broad curriculum areas displayed in Table C.

Table C
Intended Areas of Study—First Choice

Area of Study	*% Males*	*% Females*	*% Total*
Health and Medical	11.0	23.5	17.6
Business and Commerce	15.4	13.2	14.3
Engineering	16.6	1.7	8.8
Social Sciences	8.6	7.9	8.2
Education	3.9	11.9	8.1

Subject area choices differ greatly by sex. For males, the most popular choice is engineering (16.6 percent)—about 90 percent of all engineering respondents are male—followed by business and commerce, and health and medical. For females, the most popular choices are health and medical (23.5 percent), business and commerce (13.2 percent), and education (11.9 percent). The predominately female fields of choice are art, education, foreign languages, health and medical, home economics, and psychology. Other predominately male fields are agriculture, architecture, forestry/conservation, military science, and physical sciences.

For both sexes combined, business and commerce, engineering, and social sciences showed increases in popularity. Business and commerce and engineering have increased each year since 1974. The business and commerce increase of the past few years is primarily due to increasing interest among women—from 7 percent in 1973 to 13.2 percent in 1977. Social sciences went up in popularity for the first time since these data were gathered in 1973. Education, physical science, English/literature, and mathematics showed a continuation of decline in interest since that year.

Disregarding area groupings, the most popular fields of study were premedicine (4.1 percent), business management and administration (4.1 percent), registered nursing (4.1 percent), accounting (3.9 percent), physical education (1.9 percent), secretarial studies (1.9 percent), and electrical engineering (1.8 percent).

HELP WANTED

The SDQ includes a question about the help that students may want to receive outside of regular course work in college. Of the 1977 seniors who responded, 41 percent indicated that they desired educational and vocational counseling and 41 percent assistance in finding part-time work. The percent planning to seek educational and vocational counseling has risen markedly since 1975. Only three percent wanted counseling on personal problems. About one in five wanted help in improving study skills and developing mathematical skills. Despite a nationwide concern about the writing skills of entering college freshmen, only 13 in 100 indicated plans to seek help in this area. Ethnic groups other than white were more likely to ask for assistance in one or more areas. For example, more than 90 percent of those who described themselves as black or Mexican-American plan to ask for assistance in at least one area; whereas 79 percent of the white students plan to ask for aid.

ACCOMPLISHMENT AND AMBITION

The information in the tables which follow suggests that the majority of 1977 seniors who took the Admissions Testing Program tests are scholastically apt among their peers and studied extensively in academic subjects in high school. They have been and plan to be busy with extracurricular activities and are confident of their social skills. They also seem eager for further schooling. although a considerable number are undecided about the extent of their degree ambitions, their future careers, or the field of study in which to concentrate.

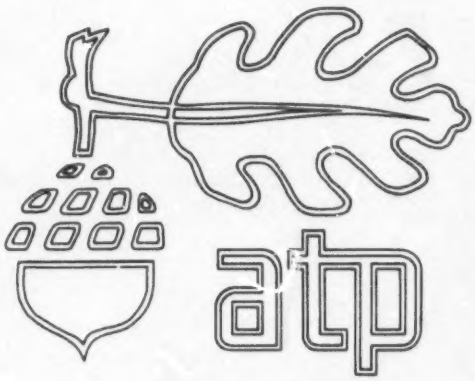
Robert G. Cameron
Program Service Officer
Admissions Testing Program

9

College Board ATP Summary Reports

NATIONAL

1976-77 College-Bound High School Seniors



This report summarizes the most recent College Board ATP record of 1976-77 seniors who registered for SAT or Achievement Tests at any time during their high school years. The March 1977 administration is the most recent one from which records are included.

	Male	Female	Total
Number in This Report	502,418	525,544	1,027,962
Number Taking SAT	479,116	500,351	979,467
Number Taking at Least One ATP Achievement Test	110,782	101,930	212,712
Number Responding to Student Descriptive Questionnaire	408,668	446,109	854,777

Table of Contents

I. High Schools
TABLE 1: Type of High School 12

II. Ethnic Background
TABLE 2: Ethnic Background 12

III. High School Record
TABLE 3: Latest, Self-Reported Grades by Subject 12
TABLE 4: Number of Years of Study by Subject 13
TABLE 5: Self-Reported Class Rank and SAT Average 13
TABLE 6: Estimated High School Grade Point Average 13

IV. Test Scores
TABLE 7A: Scholastic Aptitude Test (SAT) Scores 14
TABLE 7B: SAT-Verbal Subscores 14
TABLE 7C: Test of Standard Written English (TSWE) Scores 14
TABLE 8: Achievement Test Scores 15

V. College Plans
TABLE 9: Educational Goals 16
TABLE 10A: Intended Areas of Study - First Choice 16
TABLE 10B: Intended Specific Fields of Study - First Choice 17
TABLE 11: Plans to Ask College for Special Assistance, by Areas of Need and Ethnic Group 18
TABLE 12: Plans to Apply for Advanced Placement, Credit by Examination, or Exemption 18
TABLE 13: Housing Preferences 19

VI. Activities
TABLE 14: Participation in Community and Church Groups 19
TABLE 15: Participation in Athletics 19
TABLE 16: Participation in High School Clubs and Organizations 19
TABLE 17: High School Honors and Awards 19
TABLE 18: Extracurricular Activities in High School and Plans for College 20

VII. Skills and Abilities
TABLE 19: Self-Reported Skills and Abilities 20

VIII. Finances
TABLE 20: Annual Parental Income by Ethnic Group 21
TABLE 21: Estimated Parental Contribution toward Applicants' Education, by SAT Average 21

I. HIGH SCHOOLS

TABLE 1: Type of High School (1976-77 SDQ Question 2)

	Number	%
Public	694,876	83
Private	146,891	17
Number Responding	841,767	

II. ETHNIC BACKGROUND

TABLE 2: Ethnic Background (1976-77 SDQ Question 37)

	Male		Female		Total	
	Number	%	Number	%	Number	%
American Indian	1,511	0.4	1,676	0.4	3,187	0.4
Black	28,295	7.2	43,426	10.1	71,721	8.8
Mexican-American	6,864	1.8	6,754	1.6	13,618	1.7
Oriental	9,789	2.5	9,686	2.3	19,475	2.4
Puerto Rican	3,193	0.8	3,506	0.8	6,699	0.8
White	331,896	84.9	355,370	82.9	687,266	83.9
Other	9,214	2.4	8,044	1.9	17,258	2.1
Number Responding	390,762		428,462		819,224	100.0
Minority Students	58,866	15.1	73,092	17.1	131,958	16.1

III. HIGH SCHOOL RECORD

TABLE 3: Latest, Self-Reported Grades by Subject (1976-77 SDQ Questions 12-17)

	English		Mathematics		For. Language		Bio. Science		Phy. Science		Soc. Studies	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
	%	%	%	%	%	%	%	%	%	%	%	%
A (4.0)	30	45	28	27	29	42	33	37	31	29	42	46
B (3.0)	49	45	38	39	36	37	42	42	42	44	42	41
C (2.0)	19	10	27	27	26	17	21	18	23	22	14	12
D (1.0)	2	1	6	7	7	4	3	3	4	4	2	2
F (0)	0	0	1	1	1	1	0	0	0	0	0	0
No Graded Courses	0	0	0	0	1	0	0	0	0	1	0	0
Number Responding	396076	432546	395038	432561	342354	390722	374599	414590	361412	371749	393366	430712
Mean Grade (by Sex)	3.07	3.34	2.87	2.84	2.84	3.15	3.05	3.11	2.99	2.98	3.25	3.30
Mean Grade (Both Sexes)	3.21		2.85		3.01		3.08		2.99		3.28	
Percent Honors Courses	12	14	16	13	7	8	10	9	10	8	8	8

TABLE 4: Number of Years of Study by Subject (1976-77 SDQ Questions 6-11)

	English		Mathematics		For. Language		Bio. Science		Phy. Science		Soc. Studies	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
	%	%	%	%	%	%	%	%	%	%	%	%
No Courses	0	0	0	0	15	10	6	5	8	13	1	1
One Year	1	1	2	3	14	12	60	59	29	41	3	3
Two Years	2	1	10	19	39	36	26	28	35	32	17	19
Three Years	9	9	26	36	19	22	5	5	22	11	39	41
Four Years	79	78	50	35	10	15	2	2	5	2	35	31
Five or More Years	9	11	11	5	3	5	1	1	1	1	6	5
Number Responding	398367	436591	397998	436145	394738	433661	395459	433455	393222	428369	395840	433667
Mean Number Years	3.92	3.97	3.57	3.19	2.06	2.34	1.40	1.42	1.91	1.50	3.23	3.16

TABLE 5: Self-Reported Class Rank and SAT Average (1976-77 SDQ Question 5)

	Self-Reported Class Rank								
	Top Tenth	Second Tenth	Second Fifth	Third Fifth	Fourth Fifth	Lowest Fifth	Total	Median Percentile Rank	Number Responding
	%	%	%	%	%	%	%		
Males	21.9	22.8	27.7	24.4	2.7	0.5	100.0	76.1	388,469
Females	23.6	24.0	26.2	23.6	2.2	0.4	100.0	78.1	415,190
Total	22.8	23.4	26.9	24.0	2.5	0.4	100.0	77.1	803,659
Total Percent with This Rank or Better	22.8	46.2	73.1	97.1	99.6	100.0			
SAT Average 600 or Over	71.6	19.3	7.2	1.7	0.1	0.0	100.0	93.0	74,945
SAT Average 500 to 599	38.5	31.9	21.5	7.5	0.5	0.1	100.0	86.3	195,045
SAT Average 400 to 499	14.4	26.2	34.1	23.5	1.6	0.2	100.0	74.4	268,611
SAT Average below 400	4.8	14.9	29.4	44.4	5.5	0.9	100.0	59.6	233,688
	Mean	Mean	Mean	Mean	Mean	Mean	Mean		
SAT-Verbal Mean – Males	523	455	418	377	356	351	438		373,880
SAT-Verbal Mean – Females	513	449	412	367	337	323	433		398,363
SAT-Verbal Mean – Total	518	452	415	372	347	339	435		772,243
SAT-Math Mean – Males	611	531	481	426	397	388	505		373,886
SAT-Math Mean – Females	543	476	426	377	345	335	451		398,342
SAT-Math Mean – Total	574	499	453	401	374	364	477		772,228

TABLE 6: Estimated High School Grade Point Average (1976-77 SDQ Questions 6-11)

	Male		Female		Total	
	Number	%	Number	%	Number	%
3.75-4.00	59,704	15	82,144	19	141,848	17
3.50-3.74	45,642	12	63,964	15	109,606	13
3.25-3.49	50,746	13	62,434	14	113,180	14
3.00-3.24	69,257	18	76,523	18	145,780	18
2.75-2.99	48,492	12	50,249	12	98,741	12
2.50-2.74	49,502	13	45,304	10	94,806	11
2.25-2.49	32,478	8	25,836	6	58,314	7
2.00-2.24	24,227	6	17,147	4	41,374	5
Under 2.00	15,557	4	10,050	2	25,607	3
Number Responding	395,685		433,651		829,336	
Mean	3.05		3.17		3.11	
Standard Deviation	.61		.57		.59	

IV. TEST SCORES

TABLE 7A: Scholastic Aptitude Test (SAT) Scores

VERBAL							MATH					
Male		Female		Total			Male		Female		Total	
Number	%	Number	%	Number	%	Score	Number	%	Number	%	Number	%
1,013	0	1,042	0	2,055	0	750-800	7,643	2	1,286	0	8,929	1
4,624	1	4,747	1	9,371	1	700-749	18,672	4	5,157	1	23,829	2
10,207	2	9,974	2	20,181	2	650-699	32,361	7	13,537	3	45,898	5
23,790	5	22,945	5	46,735	5	600-649	49,738	10	29,072	6	78,810	8
34,856	7	34,654	7	69,510	7	550-599	66,461	14	51,521	10	117,982	2
58,439	12	59,986	12	118,425	12	500-549	69,577	15	67,600	14	137,177	14
72,275	15	74,790	15	147,065	15	450-499	67,529	14	77,064	15	144,593	15
89,637	19	93,718	19	183,355	19	400-449	57,295	12	73,887	15	131,182	13
75,119	16	78,452	16	153,571	16	350-399	49,909	10	73,285	15	123,194	13
57,276	12	60,800	12	118,076	12	300-349	38,796	8	66,176	13	104,972	11
33,851	7	37,331	7	71,182	7	250-299	17,992	4	35,166	7	53,158	5
17,983	4	21,887	4	39,870	4	200-249	3,085	1	6,535	1	9,620	1
479,070		500,326		979,396		Number	479,058		500,286		979,344	
431		427		429		Mean	497		445		470	
110		110		110		Standard Deviation	121		110		119	

TABLE 7B: SAT-Verbal Subscores

Reading Comprehension							Vocabulary					
Male		Female		Total			Male		Female		Total	
Number	%	Number	%	Number	%	Score	Number	%	Number	%	Number	%
1,144	0	1,088	0	2,232	0	75-80	2,092	0	2,090	0	4,182	0
3,184	1	2,983	1	6,167	1	70-74	5,919	1	6,309	1	12,228	1
13,667	3	12,972	3	26,639	3	65-69	12,177	3	11,795	2	23,972	2
22,724	5	22,285	4	45,009	5	60-64	20,213	4	19,955	4	40,168	4
40,133	8	41,231	8	81,364	8	55-59	42,023	9	40,956	8	82,979	8
51,986	11	55,500	11	107,486	11	50-54	64,082	13	62,339	12	126,421	13
61,269	13	66,256	13	127,545	13	45-49	78,932	16	79,549	16	158,481	16
84,056	18	89,959	18	174,015	18	40-44	76,214	16	78,369	16	154,583	16
83,233	17	88,137	18	171,370	17	35-39	66,076	14	68,990	14	135,066	14
64,389	13	66,815	13	131,204	13	30-34	50,330	11	55,109	11	105,439	11
39,237	8	39,513	8	78,750	8	25-29	27,768	6	31,709	6	59,477	6
14,007	3	13,578	3	27,585	3	20-24	33,213	7	43,140	9	76,353	8
479,049		500,317		979,366		Number	479,039		500,310		979,349	
43.0		42.9		42.9		Mean	43.4		42.7		43.0	
11.1		10.9		11.0		Standard Deviation	11.8		12.1		12.0	

TABLE 7C: Test of Standard Written English (TSWE) Scores

	Male		Female		Total	
Score	Number	%	Number	%	Number	%
60+	20,317	4	27,102	5	47,419	5
55-59	46,223	10	57,798	12	104,021	11
50-54	71,827	15	84,907	17	156,734	16
45-49	78,172	16	85,731	17	163,903	17
40-44	73,598	15	76,071	15	149,669	15
35-39	63,817	13	60,861	12	124,678	13
30-34	53,140	11	47,324	9	100,464	10
25-29	33,588	7	28,738	6	62,326	6
20-24	38,393	8	31,803	6	70,196	7
Number	479,075		500,335		979,410	
Mean	42.2		43.7		42.9	
Standard Deviation	11.0		10.8		10.9	

TABLE 8: Achievement Test Scores

Average of Scores Number	%	English Composition Number	%	Score	Mathematics Level 1 Number	%	American History Number	%
1,608	1	1,977	1	750-800	3,364	2	576	1
7,216	3	7,397	4	700-749	8,074	5	1,563	2
16,656	8	15,934	8	650-699	14,003	9	3,158	5
28,365	13	22,892	11	600-649	22,41[illegible]	15	5,358	8
38,412	18	31,481	16	550-599	29,1[illegible]	19	8,224	13
42,382	20	34,648	17	500-549	26,80[illegible]	18	10,176	16
36,648	17	31,546	16	450-499	22,181	15	12,059	19
24,963	12	27,162	14	400-449	14,015	9	10,806	17
12,014	6	16,239	8	350-399	7,503	5	7,045	11
3,855	2	8,426	4	300-349	2,093	1	3,330	5
574	0	2,496	1	250-299	316	0	761	1
19	0	341	0	200-249	14	0	55	0
212,712		200,539		Number	149,918		63,111	
533		516		Mean	547		492	
94		107		Standard Deviation	100		103	
504		506		SAT-Verbal Average	494		506	
553		554		SAT-Math Average	552		541	

Biology Number	%	Chemistry Number	%	Score	Mathematics Level 2 Number	%	French Number	%
1,567	3	1,751	5	750-800	6,880	23	1,288	5
3,147	7	2,932	8	700-749	5,735	19	1,968	7
4,622	10	4,522	13	650-699	6,449	21	2,781	10
5,999	13	5,681	16	600-649	4,990	16	3,605	13
6,753	15	5,727	16	550-599	3,423	11	4,157	15
6,999	16	5,784	17	500-549	1,169	4	4,411	16
6,190	14	4,743	14	450-499	883	3	4,249	16
4,956	11	2,870	8	400-449	541	2	3,018	11
2,919	7	818	2	350-399	321	1	1,454	5
1,391	3	168	0	300-349	78	0	344	1
324	1	13	0	250-299	25	0	23	0
30	0	0	0	200-249	3	0	0	0
44,897		35,009		Number	30,497		27,298	
543		574		Mean	666		553	
114		102		Standard Deviation	97		109	
511		530		SAT-Verbal Average	554		542	
545		612		SAT-Math Average	652		562	

Spanish Number	%	Literature Number	%	Score	Physics Number	%	German Number	%
1,810	7	216	1	750-800	1,278	8	516	9
1,671	7	1,023	5	700-749	1,670	11	403	7
1,597	7	1,928	10	650-699	2,111	13	441	8
2,277	9	2,407	12	600-649	2,629	17	593	10
2,984	12	3,026	16	550-599	2,731	17	735	13
3,545	15	3,132	16	500-549	2,422	15	860	15
3,472	14	2,694	14	450-499	1,865	12	824	15
3,596	15	2,388	12	400-449	919	6	749	13
2,644	11	1,399	7	350-399	228	1	395	7
624	3	845	4	300-349	28	0	123	2
18	0	216	1	250-299	1	0	11	0
0	0	10	0	200-249	0	0	0	0
24,238		19,284		Number	15,882		5,650	
535		526		Mean	593		551	
124		110		Standard Deviation	103		123	
499		525		SAT-Verbal Average	533		541	
533		512		SAT-Math Average	640		582	

TABLE 8 (Continued): Achievement Test Scores

European History Number	%	Latin Number	%	Score	Hebrew Number	%	Russian Number	%
28	1	9	1	750-800	40	6	70	20
114	5	39	3	700-749	44	6	30	9
205	8	85	7	650-699	109	15	23	7
274	11	128	10	600-649	135	19	33	9
413	17	201	16	550-599	136	19	36	10
428	18	264	21	500-549	105	15	35	10
409	17	244	19	450-499	83	12	40	11
298	12	175	14	400-449	31	4	35	10
179	7	87	7	350-399	24	3	33	9
73	3	23	2	300-349	5	1	16	5
4	0	4	0	250-299	1	0	1	0
1	0	0	0	200-249	0	0	0	0
2,426		1,259		Number	713		352	
526		517		Mean	581		575	
104		95		Standard Deviation	100		149	
560		573		SAT-Verbal Average	552		561	
548		594		SAT-Math Average	573		594	

V. COLLEGE PLANS

TABLE 9: Educational Goals (1976-77 SDQ Question 24)

Number Responding	394,220 Males	431,123 Females	825,343 Total
	%	%	%
Two-Year Training Program	3	5	4
Associate in Arts Degree	1	3	2
B.A. or BS Degree	28	32	30
MA or MS Degree	23	21	22
MD, PhD, Other Professional Degree	22	15	18
Undecided	22	24	23
Two-Year Program or Degree	5	8	6
Graduate Study	45	36	40

TABLE 10A: Intended Areas of Study - First Choice (1976-77 SDQ Question 61)

Number Responding	Male	Female	Total		Male	Female	Total
	385,433	425,321	810,754				
	%	%	%		%	%	%
Agriculture	3.0	1.6	2.2	History and Cultures	1.2	0.7	0.9
Arch/Envir Design	3.1	0.7	1.9	Home Economics	0.1	1.3	0.8
Art	2.2	5.7	4.0	Library Science	0.0	0.2	0.1
Biological Sciences	4.7	4.0	4.3	Mathematics	1.9	1.4	1.7
Business and Commerce	15.4	13.2	14.3	Military Science	1.7	0.1	0.9
Communications	3.1	2.9	3.0	Music	2.1	2.1	2.1
Computer Sci/Sys Anal	2.7	1.6	2.1	Philosophy and Relig	0.7	0.4	0.5
Education	3.9	11.9	8.1	Physical Sciences	3.7	1.1	2.3
Engineering	16.6	1.7	8.8	Psychology	1.7	4.7	3.3
English/Literature	1.1	2.4	1.8	Social Sciences	8.6	7.9	8.2
Ethnic Studies	0.0	0.0	0.0	Theater Arts	0.7	1.7	1.2
Foreign Languages	0.3	1.8	1.1	Trade and Vocational	1.1	0.8	1.0
Forestry/Conservation	2.4	0.8	1.6	Other	1.6	1.3	1.4
Geography	0.1	0.0	0.0	Undecided	5.2	4.5	4.8
Health and Medical	11.0	23.5	17.6				

TABLE 10B, Part 1: Intended Specific Fields of Study - First Choice (1976-77 SDQ Question 61)

	Number	%
Agriculture		
Agriculture Econ	468	0.1
Agronomy	648	0.1
Animal Science	4,306	0.5
Dairy Science	333	0.0
Fish and Game	5,332	0.7
Food Science	374	0.0
Horticulture	1,911	0.2
Landscaping	788	0.1
Other, Unspecified	3,926	0.5
Architecture/Env Des		
Architecture	9,425	1.2
City Planning	292	0.0
Urban Development	251	0.0
Other, Unspecified	5,089	0.6
Art		
Art History	392	0.0
Commercial Art	6,176	0.8
Design	1,678	0.2
Fashion Design	4,444	0.5
Graphic Arts	1,491	0.2
Interior Dec	4,035	0.5
Photography	3,480	0.4
Printing	427	0.1
Studio Art	2,306	0.3
Other, Unspecified	8,337	1.0
Biological Sciences		
Bacteriology	613	0.1
Biochemistry	2,895	0.4
Biology	7,560	0.9
Biophysics	291	0.0
Botany	682	0.1
Ecology	1,319	0.2
Marine Biology	7,822	1.0
Physiology	885	0.1
Zoology	2,947	0.4
Other, Unspecified	10,180	1.3
Business and Commerce		
Accounting	31,537	3.9
Advertising	1,994	0.2
Bus Mgt and Admin	33,282	4.1
Court Reporting	1,391	0.2
Finance	3,104	0.4
Hotel Admin	2,714	0.3
Industrial Mgt	669	0.1
Marketing	2,806	0.3
Real Estate	1,215	0.1
Sales and Retailing	3,656	0.5
Secretarial Studies	15,120	1.9
Transportation	687	0.1
Other, Unspecified	17,420	2.1
Communications		
Communications	N/A	N/A
Film	1,085	0.1
Journalism	9,614	1.2
Radio and TV	7,518	0.9
Other, Unspecified	6,243	0.8
Computer Sci/Sys Anal		
Computer Science	3,931	0.5
Data Processing	3,821	0.5
Systems Analysis	886	0.1
Other, Unspecified	8,436	1.0
Education		
Agricultural Educ	194	0.0
Art Education	1,072	0.1
Business Education	1,123	0.1
Child Development	5,366	0.7
Ed of Exc Children	3,052	0.4
Educ of Deaf	1,804	0.2
Ed of Ment Retarded	5,248	0.6
Elementary Educ	12,811	1.6
General Education	1,470	0.2
Health Education	303	0.0
Home Economics Ed	673	0.1
Industrial Arts Ed	675	0.1
Music Education	2,436	0.3
Physical Education	15,354	1.9
Recreation	1,527	0.2
Secondary Education	3,368	0.4
Speech Therapy	1,913	0.2
Vocation/Ind Educ	299	0.0
Other, Unspecified	7,010	0.9
Engineering		
Aerospace/Aeron	8,489	1.0
Agricultural Eng	591	0.1
Air-Conditioning	377	0.0
Architectural Eng	2,766	0.3
Ceramic Eng	131	0.0
Chemical Eng	4,374	0.5
Civil Engineering	4,982	0.6
Construction/Trnsp	857	0.1
Drafting	1,868	0.2
Electrical Eng	14,379	1.8
Engineering Aide	87	0.0
Engineering Design	738	0.1
Eng Sciences	911	0.1
Indust Mgt Eng	1,320	0.2
Indust Lab Tech	181	0.0
Instrumentation	177	0.0
Materials Science	51	0.0
Mechanical Eng	7,343	0.9
Metallurgical Eng	346	0.0
Mining and Mineral	389	0.0
Naval Arch/Marine	1,053	0.1
Nuclear Technology	1,507	0.2
Petroleum Eng	474	0.1
Plastics Tech	61	0.0
Quality Control	33	0.0
Surveying	223	0.0
Textile Eng	146	0.0
Other, Unspecified	17,211	2.1
English and Lit		
Creative Writing	5,422	0.7
English	2,600	0.3
Literature	1,262	0.2
Speech	359	0.0
Other, Unspecified	4,703	0.6
Ethnic Studies		
American Indian	91	0.0
Black Studies	107	0.0
Mexican-American	31	0.0
Spanish-American	34	0.0
Other, Unspecified	64	0.0

TABLE 10B, Part 2: Intended Specific Fields of Study - First Choice (1976-77 SDQ Question 61)

	Number	%
Foreign Languages		
Classical Lang	173	0.0
Eastern Languages	141	0.0
French	1,917	0.2
German	571	0.1
Italian	107	0.0
Linguistics	357	0.0
Russian	162	0.0
Spanish	2,253	0.3
Other, Unspecified	3,382	0.4
Forestry and Conservation	12,637	1.6
Geography	317	0.0
Health/Medical Prof		
Dental Assisting	1,875	0.2
Dental Hygiene	5,632	0.7
Dental Technology	1,700	0.2
Health and Safety	223	0.0
Lab Technology	3,196	0.4
Medical Assisting	1,990	0.2
Med Recs Librarian	455	0.1
Medical Technology	6,218	0.8
Nursing-Practical	2,153	0.3
Nursing-Registered	33,120	4.1
Occupatnl Therapy	2,062	0.3
Optometry	1,680	0.2
Pharmacy	5,725	0.7
Physical Therapy	10,536	1.3
Predentistry	6,566	0.8
Premedicine	33,418	4.1
Radiology/X-Ray	3,995	0.5
Other, Unspecified	21,763	2.7
History and Cultures		
American	3,113	0.4
Ancient	630	0.1
Area and Regional	108	0.0
European	672	0.1
Other, Unspecified	2,897	0.4

	Number	%
Home Economics		
Clothing	1,462	0.2
Family Relations	163	0.0
Food and Nutrition	1,917	0.2
Child Care	587	0.1
Institutional Mgt	128	0.0
Other, Unspecified	1,825	0.2
Library Science	751	0.1
Mathematics		
Statistics	705	0.1
Other, Unspecified	12,728	1.6
Military Science		
Air Science	2,920	0.4
Merchant Marine	508	0.1
Military Sci-Army	1,175	0.1
Naval Science	1,402	0.2
Other, Unspecified	1,263	0.2
Music		
Composition/Theory	1,394	0.2
Instrumental Music	5,774	0.8
Music History	127	0.0
Voice	3,027	0.4
Other, Unspecified	5,669	0.7
Philosophy and Relig		
Philosophy	548	0.1
Religion	1,215	0.1
Scholastic Phil	N/A	N/A
Theology	795	0.1
Other, Unspecified	1,847	0.2
Physical Sciences		
Astronomy	1,083	0.1
Chemistry	4,771	0.6
Earth Science	397	0.0
Geology	1,034	0.1
Meteorology	1,021	0.1
Oceanography	2,535	0.3
Physical Sciences	857	0.1
Physics	3,057	0.4
Other, Unspecified	4,087	0.5

	Number	%
Psychology		
Child Psychology	5,949	0.7
Experimental Psych	1,229	0.2
General Psychology	4,202	0.5
Social Psychology	4,043	0.5
Other, Unspecified	11,021	1.4
Social Sciences		
Anthropology	1,240	0.2
Correction Admin	640	0.1
Economics	1,590	0.2
Fire Science	442	0.1
Foreign Service	751	0.1
Industrial Rel	136	0.0
International Rel	1,512	0.2
Police Science	9,914	1.2
Political Science	9,581	1.2
Public Admin	463	0.1
Social Work	8,195	1.0
Sociology	3,055	0.4
Other, Unspecified	29,236	3.6
Theater Arts		
Dance	1,828	0.2
Drama	1,599	0.2
Theater Arts	1,703	0.2
Other, Unspecified	4,782	0.6
Trade and Vocational		
Airline Hostess	2,622	0.3
Auto Maintenance	1,556	0.2
Aviation Maint	619	0.1
Building Construc	504	0.1
Carpentry	767	0.1
Cosmetology	535	0.1
Mortuary Service	272	0.0
Other, Unspecified	861	0.1
Other	11,743	1.4
Undecided	38,980	4.8

TABLE 11: Plans to Ask College for Special Assistance, by Areas of Need and Ethnic Group (1976-77 SDQ Questions 37,44)

	American Indian	Black	Mexican American	Oriental	Puerto Rican	White	Other	No Ethnic Response	Total Number	% SDQ Responses
Educ/Voc Counseling	1,371	30,966	7,692	10,486	3,168	284,489	7,794	7,205	353,171	41
Mathematical Skills	771	22,539	3,537	3,786	1,605	106,936	3,654	3,255	146,083	17
Reading Skills	497	13,264	2,657	4,614	1,334	88,942	3,050	2,462	116,820	14
Writing Skills	487	13,039	2,663	4,659	1,267	86,744	3,208	2,393	114,460	13
Study Skills	821	21,850	3,806	4,418	1,584	135,701	4,032	3,558	175,770	21
Part-Time Work	1,440	39,949	6,210	8,684	3,209	277,636	7,615	7,253	351,996	41
Personal Counseling	151	4,082	651	1,084	364	21,165	954	595	29,046	3
Total Requests	5,538	145,689	27,216	37,731	12,531	1,001,613	30,307	26,721	1,287,346	
Number Seeking Assistance	2,794	67,411	12,457	17,222	6,042	540,436	14,967	13,915	675,244	79

TABLE 12: Plans to Apply for Advanced Placement, Credit by Examination, or Exemption (1976-77 SDQ Question 18)

674,330 Requests by 405,468 Students, Who Represent 47% of the Students Responding to the SDQ

196,192 English	173,309 Mathematics	100,097 Foreign Languages	86,634 Sciences	118,098 History

Note: Sciences Includes Only Students Responding in 1976-77.

TABLE 13: Housing Preferences (1976-77 SDQ Question 30)

Number Responding	383,959 Males	424,499 Females	808,458 Total
	%	%	%
At Home	25	28	27
Single-Sex Dorm	19	31	25
Coed Dorm	35	25	30
Fraternity or Sorority	4	3	3
On-Campus Apartment	10	6	8
Off-Campus Apartment	8	6	7

VI. ACTIVITIES

TABLE 14: Participation in Community and Church Groups (1976-77 SDQ Question 20)

	Male	Female	Total
	%	%	%
No Participation (0)	23	18	20
Nominal Participation (1)	20	17	18
Active (2)	28	30	29
Very Active (3)	9	11	10
Leader (4)	20	25	23
More Than Nominal Partic	57	66	62
Participation Index (0-4)	1.84	2.09	1.97
Number Responding	394,017	433,235	827,252

TABLE 15: Participation in Athletics (1976-77 SDQ Question 21)

	Male	Female	Total
	%	%	%
No Participation (0)	12	29	21
Individual, Intramural (1)	30	39	35
Varsity, but No Ltrs (2)	15	10	12
Varsity Ltr in 1 Sport (3)	23	13	18
Var Ltr/2 or More Spts (4)	20	9	14
Varsity Participants	58	32	44
Varsity Index (0-4)	2.08	1.33	1.69
Number Responding	392,959	430,734	823,693

TABLE 16: Participation in H.S. Clubs and Organizations (1976-77 SDQ Question 22)

	Male	Female	Total
	%	%	%
No Participation (0)	21	10	15
Member (1)	50	51	51
1-2 Major Offices (2)	22	28	25
3-4 Major Offices (3)	5	8	7
More Than 4 Offices (4)	2	3	2
Major Office Holders	29	39	34
Participation Index (0-4)	1.18	1.42	1.31
Number Responding	396,633	436,002	832,635

TABLE 17: High School Honors and Awards (1976-77 SDQ Question 23)

	Male	Female	Total
	%	%	%
None	49	43	46
1-2	30	34	32
3-4	12	13	13
5-6	5	5	5
More Than 6	5	5	5
At Least One	51	57	54
Mean Number per Person	1.47	1.61	1.54
Number Responding	394,370	432,565	826,935

TABLE 18: Extracurricular Activities in High School and Plans for College (1976-77 SDQ Questions 45-46)

Number Responding to at Least One Activity	386,283 Males		425,210 Females		811,493 Total	
	Active in H.S.	Will Be Active	Active in H.S.	Will Be Active	Active in H.S.	Will Be Active
	%	%	%	%	%	%
Athletics, Incl Intramural and Community	81	67	57	44	68	55
Ethnic Organizations	6	6	8	8	7	7
Journalism, Debating, Dramatics	26	22	35	31	31	27
Art, Music, or Dance	31	24	49	41	41	33
Departmental or Preprofessional Clubs	11	18	18	21	14	19
Religious Organizations	31	20	39	27	35	24
Social or Community Clubs	37	38	51	52	44	45
Student Government	22	19	28	24	25	22
Average Extracurricular Participation Rate	31	27	36	31	33	29

VII. SKILLS AND ABILITIES

TABLE 19: Self-Reported Skills and Abilities (1976-77 SDQ Questions 47-60)

Number Responding to at Least One Area	395,397 Males				433,119 Females				828,516 Total			
	Top 1%	Top 10%	Above Avg	Avg or Better	Top 1%	Top 10%	Above Avg	Avg or Better	Top 1%	Top 10%	Above Avg	Avg or Better
	%	%	%	%	%	%	%	%	%	%	%	%
Ability to Get along with Others	23	59	88	100	26	61	89	100	25	60	89	100
Acting	4	15	40	87	4	14	36	89	4	14	38	88
Art	4	15	38	81	4	16	39	82	4	15	39	82
Athletics	13	42	73	97	6	21	48	92	9	31	60	94
Creative Writing	5	24	56	93	6	23	56	94	6	23	56	93
Leadership	13	42	74	98	11	37	66	97	12	39	70	98
Mathematics	11	37	65	94	5	23	50	90	8	30	57	92
Mechanics	7	26	57	91	1	6	22	69	4	15	38	80
Music	7	19	39	73	7	22	48	85	7	20	44	79
Organizing for Work	8	31	68	98	10	34	70	99	9	33	69	99
Sales	6	23	53	93	5	19	47	93	6	21	50	93
Science	8	31	63	95	3	16	43	89	6	24	52	92
Spoken Expression	8	30	64	97	8	28	61	97	8	29	63	97
Written Expression	8	29	63	96	9	31	65	97	8	30	64	97

VIII. FINANCES

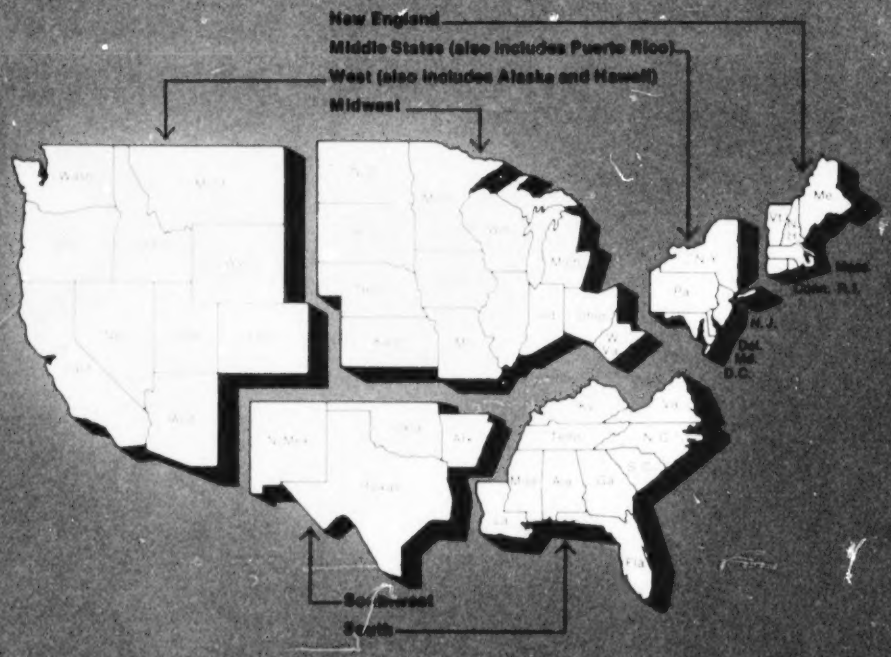
TABLE 20: Annual Parental Income by Ethnic Group (1976-77 SDQ Questions 37, 43)

Income	American Indian	Black	Mexican-American	Oriental	Puerto Rican	White	Other	No Ethnic Response	All Students
	%	%	%	%	%	%	%	%	%
Under $3,000	5.5	9.3	4.6	3.3	5.8	1.0	5.6	3.2	2.0
$3,000- 5,999	10.6	19.8	13.1	7.0	18.8	2.8	9.5	7.0	4.9
6,000- 8,999	12.5	21.9	18.6	11.4	22.0	6.3	13.1	10.3	8.3
9,000-11,999	13.9	16.2	17.5	13.6	15.0	10.1	13.9	13.0	11.0
12,000-14,999	13.0	10.4	15.3	13.1	11.3	13.1	12.9	12.5	12.9
15,000-19,999	17.8	10.3	15.7	17.3	10.5	20.8	15.9	18.4	19.5
20,000-29,999	18.0	8.8	11.6	21.5	10.2	27.0	17.2	21.2	24.5
30,000 or Over	8.7	3.4	3.7	12.8	6.2	18.9	11.9	14.5	16.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number Responding (Income)	2,781	62,743	12,442	17,256	5,801	594,278	14,593	13,731	723,625
Number Responding to SDQ	3,187	71,721	13,618	19,475	6,699	687,266	17,258	35,553	854,777
Mean Contribution	$1,440	$730	$800	$1,730	$870	$2,440	$1,520	$1,910	$2,210
Median Contribution	$490	$40	$150	$680	$80	$1,420	$500	$880	$1,200
Mean Income	$16,400	$11,300	$13,200	$19,000	$13,000	$23,000	$17,500	$19,700	$21,500
Median Income	$13,500	$8,900	$11,300	$15,400	$9,600	$18,900	$13,600	$15,900	$17,600

TABLE 21: Estimated Parental Contribution toward Applicants' Education, by SAT Average (Calculated from 1976-77 SDQ Questions 41-43)

	SAT Average									
Parental Contribution	below 350	350-399	400-449	450-499	500-549	550-599	600-649	650 or Over	No SAT	All Students
	%	%	%	%	%	%	%	%	%	%
Under $300	48.3	31.0	25.8	22.3	19.3	17.1	15.1	12.1	41.5	27.1
$300- 599	9.2	10.1	9.8	9.3	8.6	8.0	7.1	6.0	8.7	9.0
600- 899	6.9	8.1	8.0	7.9	7.6	7.0	6.4	5.9	6.9	7.5
900-1,199	5.4	6.8	7.1	6.9	6.7	6.5	6.1	5.6	5.3	6.5
1,200-1,499	4.9	6.5	6.7	6.9	7.0	6.6	6.4	6.0	4.9	6.3
1,500-1,799	4.1	5.8	5.9	6.0	6.1	6.1	5.9	5.4	4.4	5.6
1,800-2,099	3.3	4.6	4.8	5.2	5.3	5.5	5.3	5.5	3.5	4.8
2,100-2,399	1.1	1.5	1.8	1.9	2.0	2.1	2.1	2.1	1.4	1.7
2,400-2,699	2.7	3.8	4.3	4.5	4.6	4.8	4.6	4.8	3.3	4.1
2,700-2,999	1.0	1.6	1.9	2.0	2.1	2.3	2.4	2.4	1.5	1.8
3,000-3,299	1.4	1.9	2.2	2.2	2.3	2.3	2.3	2.4	1.9	2.1
3,300-3,599	1.3	2.1	2.4	2.5	2.8	3.1	3.3	3.8	1.7	2.4
3,600-3,899	0.4	0.7	0.9	1.1	1.2	1.3	1.4	1.5	0.7	0.9
3,900-4,199	1.3	1.9	2.2	2.6	2.5	2.8	3.1	3.3	1.7	2.3
4,200-4,499	0.5	0.7	0.8	0.9	1.0	1.0	1.1	1.3	0.7	0.8
4,500-4,799	0.9	1.3	1.6	1.6	1.7	1.8	2.0	2.1	1.2	1.5
4,800 or Over	7.1	11.5	14.0	16.3	19.1	21.7	25.3	29.7	10.9	15.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number Responding	110,116	96,169	118,302	120,543	101,529	70,362	40,294	24,709	27,522	709,546
Number in Report	176,790	143,939	170,657	168,147	138,235	94,340	53,844	33,515	48,495	1,027,962
Mean Contribution	$1,270	$1,860	$2,120	$2,340	$2,580	$2,800	$3,080	$3,470	$1,680	$2,210
Median Contribution	$360	$940	$1,170	$1,350	$1,540	$1,730	$1,970	$2,480	$590	$1,200
Mean Income	$15,400	$19,500	$21,200	$22,500	$23,900	$25,200	$26,800	$28,600	$17,600	$21,500
Median Income	$12,500	$16,100	$17,400	$18,600	$19,700	$20,700	$21,800	$23,600	$13,900	$17,600

Areas served by College Board regional offices



Middle States Regional Office • 85 East Elizabeth Avenue • Bethlehem, Pennsylvania 18018 • (215) 691-4800

Midwestern Regional Office • 990 Grove Street • Evanston, Illinois 60201 • (312) 869-1640

New England Regional Office • 470 Totten Pond Road • Waltham, Massachusetts 02154 • (617) 890-9180

Southern Regional Office • Suite 200 • 17 Executive Park Drive, N.E. • Atlanta, Georgia 30329 • (404) 329-6400

Southwestern Regional Office • Suite 632 • 211 East Seventh Street • Austin, Texas 78701 • (512) 472-8221

Western Regional Office • 888 Welch Road • Palo Alto, California 94304 • (415) 321-3211

• Suite 23 • 2142 South High Street • Denver, Colorado 80210 • (303) 777-4434